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the narrow field of legal procedure, they are less than commonplace on the judicial side and in the political interpretation of the Constitution are distinctly weak. The error is made of regarding the text of the Constitution as the main thing, its operation as negligible. Not a word is given as to the practical working of any organ of government except the judiciary, not a word to the results of the Reconstruction Amendments although the History purports to come down to 1895. Valuable as Mr. Thorpe's work is in its field it is far too narrow to make good the claim of its title to be a Constitutional History of the United States.

The three volumes are creditable pieces of book-making. The paper had necessarily to be too thin for elegance in order to keep the volumes of a convenient size, but the page is clear, the type good and misprints relatively few. Out of a score noted, none are more serious than slight misspelling in proper names and errors of a figure in a few dates. There is a long and elaborate index reproducing in its choice and arrangement of topics the merits and peculiarities of the text.

THEODORE CLARKE SMITH.

High School History of the United States, being the "History of the United States for Schools." By ALEXANDER JOHNSTON, LL.D. Revised and continued by WINTHROP MORE DANIELS. Further revised and continued by WILLIAM MACDONALD, Professor of History in Bowdoin College. (New York: Henry Holt and Co. 1901. Pp. xviii, 612.)

PROFESSOR JOHNSTON'S *History of the United States for Schools*, appeared in 1885. It was quite generally regarded as among the best of our school text-books. Larger and more complete "Students' Histories" and high school text-books have been published since then; but with the revisions and additions since added to Professor Johnston's book it will be able to hold its own among our good high school texts.

Professor Johnston was one of the earliest among American teachers to recognize the need of better perspective and proportion in the study of American history in our common schools. An undue proportion had been given by previous authors of text-books to colonial times and affairs, more than half their volumes being given, in some cases to the story of the colonies preceding the Revolution. Professor Johnston appreciated more highly the importance of the national period since the Revolution and under the Constitution, and he devoted at least three-fourths, perhaps four-fifths, of his volume to this period. He set a pace which has since been followed. His purpose was to produce, not a narrative story-book of interesting old times in the colonies, of John Smith, Miles Standish, and the Indian Wars, but a topical text-book that would emphasize the principles and policies in our national development, making most for the education of American citizens. This original plan has, of course, been respected and preserved by the revisers. The body of the text in the new work is essentially the same as in the *School History*.

There have been some enlargements and some curtailments ; good maps are still plentiful, and the illustrations have generally been enlarged and improved. The questions designed for the teacher's use, placed formerly at the bottom of the pages, have been omitted, and, instead, at the end of the chapters "Topics for further Study" are added. These and the supplementary notes on the sources and references for supplementary reading are very valuable aids. The references are to the most useful and easily obtainable material, and they are given with discrimination and authority, as might be expected from Professor MacDonald, whose experience with documents and authorities makes him an expert in bibliography. The text is brought up to the date of publication, 1901, the last chapter being a good topical summary of the important recent events, without party color or bias on controverted party questions. This chapter takes the place of the final chapter in the old volume, which related chiefly to the state of the country and the causes of our growth, with some speculation as to the future. Teachers of American history in our secondary schools will find the new volume a very useful guide.

J. A. WOODBURN.

The Spanish Settlements within the Present Limits of the United States.

1513-1561. By WOODBURY LOWERY. (New York : G. P. Putnam's Sons. 1901. Pp. 515.)

THE futility of human ambition, the helplessness of mere human effort when it tries to achieve that which is not, has never been illustrated more forcibly than in the records of the attempts made by the Spanish Conquistadores during the early sixteenth century to add portions of what is now the United States to the New World empire of Charles V. Spanish soldiers, settlers and priests accomplished marvellous things in the West Indies, in Mexico and Peru. In Florida and the Gulf region, in New Mexico and on the Nebraska prairies the same men could do nothing but wander about until hunger and debilitated energies forced those who had not died to leave the country. The reasons why this was so might afford an instructive subject for investigation by those who believe in the philosophy of history. They will find the material for their study admirably presented in Mr. Woodbury Lowery's carefully prepared account of the several attempts which the Spaniards made to explore the regions north from Havana and Mexico, prior to 1561. The men whose deeds he records, who struggled across the mountains and deserts of the west or pushed their way through the southern morasses, were as skilful as brave and as deserving of the reward as were those who secured the treasure hoards of Atahualpa and Motecuhzoma. And their reward, in the fame measured out by posterity, is as great. Thanks to another race, and circumstances past finding out, it has come to pass that the country explored disastrously by Ponce de Leon, de Soto and Vasquez Coronado is now a part of the territory of a great nation whose citizens are immensely interested in everything that is connected with its past.